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ABSTRACT

EMPIRE (Exemplary Multicultural Practices in Rural Schools) is a collaborative multicultural reform project involving the Rural Clearinghouse at Kansas State University and eight rural schools, two regional colleges, and state departments of education in Arizona and Washington. Each rural school is pursuing multicultural projects that are defined and developed locally and build on local resources. Collaborating institutions and agencies provide technical assistance and support. The eight schools are Nazlini Boarding School (Navajo Reservation), DeMiguel Elementary School (Flagstaff, AZ), Washington Elementary (Sunnyside, WA), Yakima Nation Tribal School (Yakima Reservation), Davis High School (Yakima, WA), Hilton Elementary School (Zillah, WA), Hotevilla Bacavi Community School (Hopi Reservation), and Marshall Elementary School (Flagstaff, AZ). At the three American Indian schools, projects incorporate community culture and language into the curriculum to strengthen student cultural awareness and self-esteem, and link students to other cultures through exchanges with other project schools. At schools with primarily Anglo student populations, staff have committed themselves to year-round emphasis on multicultural awareness and comprehensive staff development, which has noticeably changed staff and student attitudes. At two schools experiencing a rising population of Hispanic or formerly migrant students, projects include increasing parent and community involvement, developing a bilingual parent handbook, and adapting a traditional chemistry course to accommodate students with limited proficiency in English. The school with the most diverse student population has focused on building multicultural awareness and recognizing the contributions of all students. (SV)

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EMPIRE: Translating multiculturalism into local programs

by Jacqueline D. Spears

"What do you mean, we can do anything we want . . . so long as it relates to multicultural reform? What do you really want us to do? What results are you looking for? What's the hidden agenda?"

This flurry of questions greeted Rural Clearinghouse staff at the opening cluster meetings conducted as part of the EMPIRE (Exemplary Multicultural Practices in Rural Schools) project. In partnership with Heritage College in south central Washington and Northern Arizona University, the Rural Clearinghouse had brought together eight rural schools interested in pursuing multicultural reform. In their applications to become part of the project, schools were asked to describe their needs related to multicultural issues and then design a project that they wanted to do to respond to those needs. Each dutifully developed a project, but many found it difficult to believe that we meant what we said. Amidst waves of reform movements and hundreds of prescriptions for how to fix education, many schools have grown weary of change and suspicious of the intentions of those who offer to help.

Funding provided by the Ford Foundation over the past five years has enabled staff at the Rural Clearinghouse to take a careful look at rural schools and their potential for change. Early surveys found conflicting thoughts and opinions, but remarkable agreement on the fact that what mattered most were strong linkages between rural schools and their communities. Multicultural reform was one of the strategies by which these linkages could be strengthened.

Research into multicultural reform in rural schools offered some fascinating insights into the process of change. First, the rural schools whose work in multicultural reform had led to the most far reaching change had begun by translating the broad ideals of multiculturalism into locally specific terms. They started with their students and their community, defining what multicultural education meant from the context of the ethnicities they served. Second, change occurred through a series of smaller projects. One project led to the next, with the effects building on one another in ways that enabled the change to be more completely integrated into the school and took advantage of local resources. Last, learning was an important part of the process—as much for the school staff as for the students.

Armed with this knowledge, we explored a collaborative strategy involving state departments of education, regional colleges, and clusters of rural schools. Northern Arizona University and Heritage College each agreed to convene a leadership team which would select and support a cluster of rural schools. Participating schools were asked to design and implement projects in multicultural reform. Both states selected clusters that included ethnic diversity either within or across the school teams. The two regional colleges facilitated cluster meetings for the participating schools and, with the help of the state departments of education, provided technical assistance. Ultimately, it was the schools themselves who did the real work.

This issue of the **FORUM** turns the spotlight on those eight schools and the folks who showered those early questions on us. Each school profile shares an inherently local sense of multicultural reform, describes the project that offered the vehicle by which staff could explore their capacity for change, and highlights the outcomes that turned out to be most meaningful to the school.

We think that these rural schools have a great deal to teach us about educational reform. They demonstrate how much more meaningful staff development can be when it is linked to locally-initiated change efforts. They remind us of the primacy of local knowledge—the extent to which success depends on understanding how to build on local resources in locally meaningful ways. And they acknowledge the critical role regional colleges, state departments of education, and other educational professionals can play as partners but not owners of the process.

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Rural Health/Disabilities

Center aids rural disabled

The Rural Institute on Disabilities estimates that between 11 and 15 million people with disabilities live in rural America. The institute's report, *Demography of Rural Disability*, states that rural Americans account for a greater proportion of chronic disease and disability than their urban counterparts but have access to fewer services and other resources.

The institute, based at the University of Montana, is a center with a variety of research, service, and training projects which share the common goal of improving the lives of rural Americans with disabilities:

- The MonTECH Program helps Montanans find and acquire assistive technology devices and services.
- The Montana Supported Employment Development Project enhances the quality and quantity of supported employment options for the disabled.
- Project CLASS works to enhance the early intervention competencies of rural professionals who deliver community and home-based services to infants and toddlers with disabilities.
- The Aging and Developmental Disabilities Program aims to improve services for rural senior citizens with disabilities by developing coalitions of nontraditional community networks.
- The Rural Disability Information Service is a toll-free service that provides information and referral to people interested in rural disability issues. (800) 732-0323.
- *The Rural Exchange* newsletter covers disability and rural issues.

For the past two years the institute has sponsored a national conference, Common Threads. Proceedings from the 1992 meeting are available.

For more information about any of the above programs or services contact the Rural Institute on Disabilities, 52 Corbin Hall, University of Montana, Missoula, MT 59812, (800)732-0323.

NRHA completes study of rural health needs and models

The National Rural Health Association and a consortium of researchers recently

completed a congressionally mandated study of the status of rural health personnel as part of a contract awarded by the Health Resources and Services Administration, Bureau of Health Professions, Department of Health and Human Services.

The report, *Study of Models to Meet Rural Health Care Needs Through Mobilization of Health Professions Education and Services Resources*, addresses the relationship between rural health status and the availability of health professionals and services, the methods used by analysts to determine if the supply of health professionals is adequate, and assessments of changes in the demographic characteristics of rural practitioners and rural populations.

Of particular interest to rural adult educators is the part of the study that takes a look at academic models that integrate education, training and service delivery, and evaluates how these programs meet rural needs. Proposals for new, innovative and effective models that would enhance both the quality and availability of rural health services, and the recruitment and retention of health professionals to rural areas are also part of the report.

The study also examines the specific health care needs of rural minority populations and the rural elderly population.

Study highlights are available from the National Rural Health Association, 301 East Armour Blvd., Suite 420, Kansas City, MO 64111 (816)756-3140.

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The **FORUM** is published six times each year to disseminate news and information of interest to rural practitioners and providers. News items and ideas for articles are always welcome. Subscription rates are $15.00 (non-U.S. $17.50 in U.S. dollars).

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Nazlini Boarding School: Reaching out to other cultures

Arizona

Believing that "secure personal knowledge has to come before knowledge of others," the Nazlini Boarding School began incorporating Navajo culture into its curriculum in the mid 1980s. Well on their way to creating a school supportive of the local culture, those at Nazlini were interested in the opportunities for cross-cultural experiences offered through the EMPIRE project.

Sitting at the bottom of the Nazlini Canyon in Arizona, Nazlini Boarding School is a rural boarding and community school administered by the Bureau of Indian Affairs. All of the school's 134 students are Navajo. Thirty-four of the students board at the school and are picked up by parents for weekend visits home. The rest of the students come by bus or walk from the nearby community.

The Nazlini community is physically remote and isolated. Unemployment and underemployment are chronic in the Nazlini area. Tribal related work, farming, and ranching are the main sources of employment.

The school has two specialized programs within its base curriculum: the Nazlini Integrated Language/Arts program and the Nazlini Cross Cultural Exchange Program. The language arts program incorporates aspects of the past and present community into the curriculum, using community people as resources and including local stories, geography and traditions in classes. Through a foster grandparent program, for example, a local grandmother teaches students traditional Navajo ways.

The school became interested in the EMPIRE program because it both supported the school's cultural focus and offered opportunities for overcoming some of the isolation experienced by youth on the Navajo reservation. EMPIRE team members came to identify multicultural practices as "that process which both expands an individual's cultural knowledge and awareness of themselves while at the same time brings the cultural diversity, the cultural experience of others, closer for a fuller understanding and appreciation." Student and staff exchanges with other schools became the primary strategy for broadening Nazlini's multicultural vision.

Nazlini students use computers to keep journals about their reflections on who they are as individuals and as a people.

EMPIRE provided the financial support necessary to continue the long standing eight-day field trip by the fourth graders to a school in California. Students also visited two EMPIRE schools, Hotevilla Bacavi on the Hopi Reservation and DeMiguel Elementary School in Flagstaff.

The Hopi and Navajo people have been involved in land disputes for more than a century. The deep distrust that had evolved made the exchange with Hotevilla Bacavi truly remarkable. The Nazlini staff put together a handout on Hopi ways for parents to discuss with their fourth graders. At the Hopi reservation, students visited the school, the Hopi communities, and the Hopi Cultural Center.

The fifth graders participated in an exchange with DeMiguel Elementary students. In the fall of 1991, DeMiguel fifth graders visited their Nazlini pen pals. Together the classes visited Canyon de Chelly. This canyon figures significantly in Navajo history and in a book read by the DeMiguel students, Scott O'Dell's *Sing Down the Moon*. In the spring, Nazlini fifth graders visited the DeMiguel fifth graders in Flagstaff. Highlights of the trip included a potluck dinner, a visit to Slick Rock in Oak Creek Canyon, a basketball clinic with the Northern Arizona University team, and an art and story telling session led by well-known Navajo artist and author Baje Whitethorn.

The second grade class also took a trip to the Zia Pueblo, the childhood home of their teacher. Prior to the visit, students sampled traditional posole stew with chilies. During their visit, students ate in a Zia Pueblo home and saw a "green corn ceremony" performed during a local festival.

As a result of their field trips and exchanges, the Nazlini students increased their understanding of who they are as individuals and as a people. The entire community became involved as students gathered information in order to write a book, *The Navajo Way*. Using journals and video, students recorded their thoughts on who they are as individuals and as a people and also their reflections on their experiences. These materials were shared with the community and acted as bridges between the cultures of the community and the school. Community and tribal members have responded positively to the EMPIRE program and have asked the school to continue to plan similar activities in the future.

The Nazlini staff has also benefitted from EMPIRE participation. Through exchange visits with both the school in California and other EMPIRE schools and through communicating with other members of the Arizona cadre via the ENAN computer network, the staff has developed personal and professional contacts, reducing their feeling of isolation.

EMPIRE recognition has also reinforced the overall mission of the school and has helped the staff identify policies and practices which are inconsistent with the school's mission and need to be changed. Within the nurturing context of EMPIRE-supported activities, more individual forces are joining to create school-wide involvement in multicultural practices.

This school profile was adapted from a case study by Alison Graber and Linda Shadiow.

DeMiguel Elementary School: Learning about other ways of life

Spacious and flooded with natural light, DeMiguel Elementary School is the newest K-6 school within the Flagstaff Public School District. Although Flagstaff is rich in ethnic diversity, DeMiguel's student body does not reflect that diversity. The ethnic composition of DeMiguel is 85% Anglo, 7% Hispanic, 6% Native American, 1% African American, and 1% Asian.

Prior to involvement in EMPIRE, exploration of multicultural practices, other than at the second and third grades had been rather "scattershot, with most teachers doing their own thing." The EMPIRE project appealed to the DeMiguel staff because it offered an opportunity to improve staff and student understanding of cultural diversity. As one EMPIRE team member explained in the district newsletter, "Because our school population does not include many people of different cultures, we need to create opportunities for our kids to learn about other ways of life, the differences as well as the commonalities." The EMPIRE project's broad framework was also initially attractive to the DeMiguel staff, because it permitted them to develop their own school plan.

The DeMiguel team came to define multicultural practices "as those behaviors, relationships, attitudes and values which define and are demonstrated by identifiable cultural groups. Their manifestations vary (food, clothing, language, artifacts, etc.) but they respond to common human needs, felt by children and adults everywhere."

This definition has become a springboard to make multicultural awareness more than just a once-a-year activity. The DeMiguel staff has developed a plan to create a multicultural program which would allow students to identify and define themselves as a unique learning community, elevating the self-esteem of students of all cultural groups.

An example of the school's commitment to year-round emphasis on multicultural education is the integration of Native American culture into much of the overall school curriculum. Native

Contents of DeMiguel Elementary's Native American culture basket are displayed.

American Week, a yearly event, serves as a culminating event based on a firm foundation of everyday curricular activities.

Student exchanges with other EMPIRE schools have had a powerful impact on students, teachers, and parents. In the fall, DeMiguel students visited Nazlini Boarding School, a Native American school located on the Navajo reservation. Prior to the visit, the computer network linking all the EMPIRE schools (ENAN) was used by students from DeMiguel to send questions to pen-pals at Nazlini. The Nazlini students then sought out answers from parents and grandparents before relaying their answers back to their pen pals via computer mail. During the visit, the DeMiguel students stayed with their counterparts in the Nazlini dormitories.

The next spring, students from the Nazlini Boarding School visited Flagstaff, staying in the homes of their DeMiguel counterparts. Families gathered at the school one evening for a potluck dinner to welcome the visitors.

The focus of staff efforts has centered around the development of "culture baskets," teaching and learning resource collections representing different cultures. The culture baskets were designed to be used throughout the school and throughout the year. The basket metaphor was chosen to represent four key concepts: balance, strength, cooperation and change. Each culture basket consists of a collection of instructional materials and a notebook listing human resources available in the community.

Team members feel that they were individually influenced by their participation in the EMPIRE project. One team member described her participation at Arizona cadre meetings as "a series of aha's that provided a new perspective from which I have relied on to plan my classes, and approach my students."

The entire staff of DeMiguel School has become increasingly involved in expanding their knowledge of multicultural practices. The DeMiguel team is quick to mention that they consider the entire school staff part of the EMPIRE team.

The community has responded positively to DeMiguel's participation in the EMPIRE project. The Parent Teacher Organization has agreed to financially support of the school's participation in the ENAN computer network. The Parent Teacher Organization has also worked with the community's Multicultural Coalition. As a result of its multicultural efforts, DeMiguel has been recognized by the Coalition as a positive example of multicultural education.

This profile was adapted from a case study conducted by Alison Graber and Linda Shadiow.

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Washington Elementary: Forging links with parents

Sunnyside, a rural community in the south central Yakima Valley, is a highly developed agricultural center. Sunnyside's population has, for years, been ethnically diverse. Historically this population was rather mobile, moving in and out of the community with the agricultural seasons. However, over the past several years, the number of ethnically diverse families who permanently reside in Sunnyside has increased.

Washington Elementary is the only primary school in the Sunnyside School District. Of the 1012 students at Washington Elementary, 69% are Hispanic. Many of the Hispanic families have limited educational backgrounds and speak English as a second language, if at all. As a result, there is growing concern that these families may be "less self-confident and assertive in approaching the school about the education of their children."

A self-study revealed that the Hispanic parents "wanted to become participating members of the school community, but did not feel knowledgeable enough about the school to know how to become involved."

The Washington Elementary staff believes that learning continues at home. The district's mission statement to "produce responsible, productive, critical thinking citizens capable of adapting to an ever-changing world, by providing a system of quality education based on appropriate curriculum, effective instruction, community support, and family commitment" has been fully embraced by the Washington Elementary staff. Therefore, parent and community involvement is not only a goal of the school, but is seen as essential to the school's mission.

Although the school has been quite successful in establishing productive relationships with parents and the community, Hispanic involvement remained sparse. A self-study revealed that the Hispanic parents "wanted to become participating members of the school community, but did not feel knowledgeable enough about the school to know how to become involved." It became quite clear that there was a need to communicate more effectively with the Hispanic parents—and that the communication must take place in their native language. Therefore, when the opportunity to become involved in the EMPIRE project came along, the Washington Elementary staff was ready and had an idea about what they needed to do.

Supported by the EMPIRE project, the Washington Elementary team set out to create a bi-lingual, model partnership handbook. The handbook was to serve several purposes: 1) to demonstrate the school's commitment to reach out and involve all parents and community members; 2) to raise the awareness, among the school staff, of the need for a multicultural perspective; 3) to use the handbook as evidence of the school's desire to adapt to the changing needs of their community; and 4) to communicate to all parents the school's belief that learning continues at home.

The EMPIRE team sought input from the staff and members of their community regarding what information should be included in the handbook. Ultimately, information on a wide range of topics was compiled, including policies on attendance, open house dates, testing and report cards, special programs and projects, PTA meetings and projects, medications and safety procedures, responses to parental concerns, supplies students would need, and tips on things to do at home to help students succeed in school.

Handbooks were distributed at the school's fall open house, because this event is traditionally well attended by all parents. Teachers discussed the handbooks with parents and explained the motivation for preparing the books. Copies of the handbooks were also distributed throughout the community and sent home with students whose parents did not attend the open house.

The Washington Elementary Parent Handbook or *Guia Escolar Para Padres* is now in its second printing. The feedback from the staff, parents, and community was so positive that the handbook has become an annual publication. There has been a marked increase in participation by all parents in school activities, especially among the Hispanic parents. Surprisingly, the handbook has been identified as a more valuable resource for Anglo parents than expected, who for reasons other than language, were unsure about how to more fully participate in the educational process. Hearing about the effectiveness of the Washington Elementary handbook, schools outside of the district have made requests for copies of the handbook.

Although the Washington Elementary team is proud of the product of their EMPIRE involvement, the handbook, the real impact has been much broader. The team feels that there is "increased and enhanced communication about the importance of multiculturalism within the staff, and between the school, the parents and the community." Individual team members spoke of the personal growth experienced as a result of their involvement in the EMPIRE project. The preparation of the handbook also sparked a district-wide discussion about improving communication with Spanish-speaking parents. As a result, a full-time translator has been hired by the district to assist with parent-school communication.

The results of the Washington Elementary School's EMPIRE project are both tangible and symbolic. The handbook itself and the response to the handbook are tangible evidence of the success of Washington's EMPIRE involvement. The creation of the handbook also delivered a powerful and symbolic message to its community—a message that was vital to deliver before their mission to "adapt to an ever-changing world, by providing a system of quality education based on appropriate curriculum, effective instruction, community support, and family commitment" could be achieved.

This profile is based on a case study by Jeanne Crawford and Kathleen Ross.

Yakima Nation Tribal School: Rediscovering Yakima culture

Multicultural reform is contextual. For Anglo schools, reform efforts focus on reaching out to other cultures. In the case of the Yakima Nation, multicultural reform needs to first focus on the dignity and integrity of the Yakima people before reaching out to other peoples and other cultures.

The Yakima Nation Tribal School is located on the Yakima Indian Reservation just outside Toppenish, Washington. The school serves between 60 and 70 students in grades seven through twelve. Most come from four nearby communities—Toppenish, Union Gap, Wapato, and White Swan. Others come from surrounding rural communities. In general, the communities the school serves share the social and economic traumas found on reservation lands—unemployment, loss of traditional Indian values, multigenerational alcoholism, drug abuse, and physical abuse.

Established in 1980, the Tribal School has evolved to be an alternative to public school education for about ten percent of Yakima youth. At its most basic level, the Tribal School works to rekindle the sense of who the Yakima people are and what they want to attain. School personnel believe that "once students understand this awareness and accept it, they can learn to understand others." Consequently, the school focuses much of its effort on integrating the Indian culture into the academic program.

For those at the Yakima Nation Tribal School, multicultural reform starts with a renewed effort to honor and teach the traditions of the Yakima tribe.

This approach is controversial within the tribe. Although the Yakima people accept and value schooling as an important part of the future of their youth, many also feel that language and culture are private matters to be dealt with in the home. Many homes have become so dysfunctional, however, that these values are no longer taught. Consequently, the school feels it must offer an alternative.

The Tribal School's EMPIRE plan initially focused on the language arts curriculum. School personnel wanted to shift from a curriculum that focused on traditional classics to one that focused more specifically on the Yakima culture. The curriculum design would promote an awareness of:

- the circle and completeness of life.
- respect for the universe.
- life as a gift to be nurtured.
- the gifts that have been given to enhance the cultural heritage of the Yakima people.
- the need to honor the past by continuing the belief and teachings of the elders.

To accomplish these goals, the curriculum was revised to include more involvement from the tribal elders, field trips for various religious and educational lessons and experiences, inclusion of Indian authors in assignments and as speakers in classes, and use of the Yakima language in class assignments and presentations.

Individual teachers developed goals, student outcomes, and instructional activities appropriate to the new curriculum. One teacher, for example, built a unit around salmon fishing. The purpose of this unit is to help students link the past, present, and future of the Yakima people. Just as salmon were an important part of the subsistence economy of the Yakima people, so too are they important as a symbol of our need to protect the environment. As described in Yakima: "Pi'ma Sapsikw'asha Ixiyay"—"They are learning for the future."

The EMPIRE project included a number of other initiatives. A staff inservice program on dysfunctional families was well received and has been integrated into staff development activities on an ongoing basis. The school inaugurated peer group sessions with students. During the second year of the project, faculty emphasized "healing the healers," helping those working with Indian youth come to terms with the devastating effects of alcoholism on the Yakima people.

Work with other schools involved in the EMPIRE project was extremely important to the Yakima Tribal School. The opportunity to work with Navajo and Hopi teachers helped those at the Yakima Tribal School gain confidence in the appropriateness of their efforts. The respect and acceptance felt from other EMPIRE participants was also very reaffirming. Tribal School members reported that they not only gained self-confidence as individuals but that the EMPIRE project had encouraged the entire staff to work together rather than in isolation.

Evidence that the project has had a positive effect on students is overwhelming. Students show improved attitudes toward the school and towards themselves. Attendance has increased. Students are more self-confident and therefore more willing to do presentations in class. Student-to-student interactions have also improved. Students have shown a greater interest in their heritage and language and are also getting involved in contemporary issues facing the tribe. More students express interest in returning to (or staying on) the reservation in order to help their people.

School staff argue that students must first rediscover their own culture before they can reach out to other cultures, learning what it is to be Indian before understanding how to be Indian in an Anglo world.

For those at the Yakima Nation Tribal School, multicultural reform starts with a renewed effort to honor and teach the traditions of the Yakima tribe. School staff argue that students must first rediscover their own culture before they can reach out to other cultures, learning what it is to be Indian before understanding how to be Indian in an Anglo world.

This school profile was adapted from a case study by Jeanne Crawford and Kathleen Ross.

Davis High School: Helping bilingual science students succeed

Carlos Hernandez, Raul Rodriguez, and Alfredo Romo are now in college, armed with a strong background in math and science. Unlike many Hispanic students before them, Carlos, Raul and Alfredo had the opportunity to complete chemistry in a special class developed for those with limited English language proficiency. Developing that class was the focus of Davis High School's EMPIRE project.

Davis High School is one of two high schools that serves the city of Yakima, a town of approximately 50,000 in the heart of the Yakima Valley in south central Washington. Based on population alone, the city is too large to be considered rural. But Yakima serves as the service center for a sprawling and largely isolated agricultural region.

Davis High School serves the "inner-city" of Yakima, with 85 percent of its students on either free or reduced lunch. Davis annually enrolls about 1600 students, retaining 1400 (88%) to the end of each academic year. The school's population is approximately 42% Anglo, 33% Hispanic, 15% African American and 10% Asian American and other ethnic groups.

Although Davis High School has enjoyed success in retaining minority students as well as re-enrolling many of those who have dropped out, some teachers were concerned about how effectively the school was preparing these students for postsecondary education. As faculty members were talking about developing a science class for bright students with limited proficiency in English, information about the EMPIRE project reached the school.

The core of the project involved adapting a traditional chemistry course to accommodate students who had limited proficiency in English. Bilingual (Spanish/English) classroom materials were developed and a bilingual aide was integrated into the classroom environment. Jim Bauer, the Chemistry teacher, participated in an intensive ESL workshop and then worked with Jim Rigney, Coordinator of Migrant/BELEPS (Basic Education for Limited English Proficient Students) programs in implementing ESL strategies into the course.

The Washington Cadre share their thoughts about the EMPIRE Project at a wrap-up meeting.

The instructor worked hard at presenting information visually as well as verbally and at being willing to rephrase things in English. Videodiscs using both English and Spanish sound tracks were also enormously helpful. The bilingual aide found himself teaching chemistry as well as assisting with the language. Working as a team, the two focused on the content of the course, with each bridging the language gap in different ways.

Carlos, Raul, and Alfredo were part of the 1992 class. Twelve students completed the course, all of whom are from migrant or immigrant families. The class included Mexican Americans, a Peruvian, one Japanese exchange student (one of two girls in the class), and one Ethiopian. Counselors report that these students show increased self-confidence. Their grades are improving; they attend class on a more regular basis; and most are extremely motivated by the realization that they can succeed. Comparisons of grades between the ESL and mainstream chemistry courses confirm their belief in themselves—ESL students are performing as well as traditional students. Some of these students will go into mainstream physics and others into advanced biology. All of them, reports Rigney, now have a positive attitude toward science and the English language skills needed to continue in science.

The course has had a tremendous impact on the school as a whole. Those involved with the project had hoped to increase sensitivity and awareness among the science faculty. But faculty in other disciplines became interested observers and eventually vocal advocates of the process themselves. "If these students can be successful in chemistry, maybe they aren't as dumb as we thought!" was a familiar comment. One of the English teachers is now offering a literature class for Hispanic students, asking students to read classics in the Spanish original and then discuss the material in English. Other faculty have integrated ESL techniques into their classrooms.

Those directly involved in the EMPIRE project attribute a great deal of change to the project. The assistant principal, Chris Wright, reports having built a more trusting working relationship with Hispanic students and with the Hispanic community. All those involved report that their understanding of multicultural issues was deepened, as much by the opportunity to work with culturally diverse professionals as by their own project. All those involved now realize that they can have a positive impact on the school environment.

As the chemistry teacher pointed out, "We're not holding any students back because of language problems. Because of this program, we are meeting the unique needs of a group of students who wouldn't otherwise be challenged to their full potential. These are kids not previously served by our educational system."

Having started out to empower Hispanic youth, those on the EMPIRE team have empowered themselves—offering school-based leadership in multicultural reform.

This school profile was adapted from a case study by Jeanne Crawford and Kathleen Ross.

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Hilton Elementary School: Building bridges from "me" to "we"

The small, rural community of Zillah is located in the center of the Yakima Valley in Washington state. Agriculture and farming are important to this area, resulting in a workforce that is largely blue collar.

Unlike the neighboring community of Sunnyside, Zillah's population has historically been homogeneous. Anglos have dominated the population for over a century. But like other communities in the area and nation, Zillah is experiencing cultural change.

The Hispanic student population of Hilton Elementary School, the only elementary school in the district, has doubled in the past three years. There has also been an increase in the Asian and Native American student population. This trend, expected to continue, caught the eye of the staff of Hilton.

The Hilton staff came to the EMPIRE Project believing that they needed to do something to help minority students learn better. They brought with them a definition of multicultural education as "education to help certain kinds of students." The Hilton staff, already certain of the approach they wanted to take, was attracted to the EMPIRE project's emphasis on designing a local plan to address school and community needs. EMPIRE offered them the support necessary to put their ideas into practice.

Within the first day of the first EMPIRE retreat, their ideas about how to accomplish multicultural reform had changed. Supported by the EMPIRE project collaboration, the Hilton team came to understand multicultural education in a new, broader sense, realizing they had to "assist their students, staff and community move from an isolated awareness of me and them—to an inclusive awareness of WE."

As a result, the Hilton EMPIRE team set about reshaping their ideas and altering their plans. Aware that the prevailing definition of multicultural education among their staff was narrow and limited, the team decided that their efforts must begin with the staff. Their plan, now called H.E.L.P. (Hilton Elementary Lasting Pluralism), evolved into a comprehensive staff development program for all staff.

A member of the Hilton Elmentary EMPIRE team works with students in her classroom.

The Hilton team constructed their plan so that three areas were emphasized: 1) a global perspective which recognized the interrelation and interdependence of all people; 2) interpersonal skills which enable people to interact positively and equitably with others; and 3) consistent behavior which translates democratic ideals into actions that enhance the individual and the community.

A different staff development activity was planned each month. Some of the activities involved students and the community, while some were specifically planned just for the teaching staff. Activities included watching and discussing cultural films; keeping journals on how individuals felt about their contribution to, and benefit from the H.E.L.P. initiative; writing multicultural plays which students performed for the community; and all-day inservice workshops on diversity.

Unsure of how well the staff would receive the H.E.L.P. initiative, the Hilton team hoped to obtain the commitment of 75% of the staff to the multicultural reforms of the H.E.L.P. initiative during the next academic year. Proudly, the team reports that the level of staff support has greatly exceeded their expectations.

Armed with a new awareness of multiculturalism, the Hilton faculty has made a major switch from just focusing on the students to focusing on themselves. The principle reports that the faculty's adoption of an inclusive perspective of multicultural education has resulted in a change in both faculty and students.

The team cites specific examples of change due to the EMPIRE project: 1) a noticeable change in student and staff attitudes and perceptions about differences; 2) an expressed comfort level with diversity that had not existed prior to the openness initiated by the EMPIRE project; 3) a positive curiosity and sense of eagerness among the staff about learning and trying new things; and, 4) increased attendance by community members at school programs focusing on diversity. Some of the specific changes observed among the students are a feeling of self-worth, particularly evident in the non-Anglo children; a new appreciation and curiosity about learning about people that are different; and establishment of friendships across cultures that had not occurred prior to the inclusive philosophy fostered by the school.

The professional transformation that has occurred within Hilton Elementary School is remarkable. Having begun with the goal of changing the children, staff at Hilton ultimately changed themselves.

This profile was adapted from a case study by Jeanne Crawford and Kathleen Ross.

Hotevilla Bacavi School: Resolving conflict between cultures

Arizona

Two cultures . . . one child. Conflict between the Hopi way of life at home and the Anglo values reflected in the school provide a constant source of tension for Hopi youth. In the Hopi way, a young person is not experienced in the ways of life and must show respect for others by not being outspoken. In schools, however, children are encouraged to give opinions easily, freely, and frequently. Concern with this conflict was part of what motivated those at Hotevilla Bacavi Community School to become involved in EMPIRE.

Hotevilla Bacavi Community School is located between the two small communities of Hotevilla and Bacavi near the western edge of the Hopi reservation. Perched on top of a mesa, the villages of Hotevilla and Bacavi have a panoramic view of the Painted Desert. Hotevilla,

The Hotevilla Bacavi EMPIRE team members came to define multicultural practices as "learning to role play in various situations and being comfortable as you make the transition between cultures."

considered the most traditional village on the Hopi reservation, has no electricity or running water. English is the second language of most residents. "Modern" Bacavi has both running water and electricity. Many residents of the villages farm. Other employment opportunities in the area include work as government employees or as self-employed artisans.

The school has 106 students from kindergarten through sixth grade. Three of the seven teachers are Anglo. The rest of the staff, including the principal, are Hopi.

The school board and the community are considered the bedrock of the school. The current principal values the contributions of families and interested community members to the education of the children.

The school is committed to developing the self-esteem of each child. A large banner in the school proclaims, "Best Students, Best Teachers, Best School." The school encourages students to understand those around them while respecting their own inner voices.

Because the EMPIRE project emphasized local definition and design of projects, the Hotevilla Bacavi staff saw the project's potential for helping students translate other ideas and ways of being into their own frame of reference without feeling they must defer to the "other way of life."

The Hotevilla Bacavi EMPIRE team members came to define multicultural practices as "learning to role play in various situations and being comfortable as you make the transition between cultures." The school's EMPIRE project focused on strengthening the school's linkages with the Hopi way of life, yet broadening the students' exposure to other ways of life. To increase students' knowledge of themselves and others, the library has purchased additional multicultural materials through a series of EMPIRE grants. Curriculum objectives have been written to incorporate the new resources.

Exchanges between Hotevilla Bacavi Community School and Marshall Elementary School in Flagstaff and Nazlini Boarding School in Nazlini were also arranged through the EMPIRE project. The exchanges provided the students with opportunities to become more comfortable with roles in a world outside the reservation.

The Marshall exchange began with Hotevilla Bacavi students journeying to Flagstaff to stay in the homes of Marshall students. Initial discomfort evaporated as the children from both schools got to know and work with each other. Interacting with handicapped sixth graders, part of the exchange group from Marshall, was a powerful experience for the Hotevilla Bacavi students.

When Marshall students visited Hotevilla Bacavi, the Hotevilla Bacavi students eagerly became guides for all of the visiting students. Clusters of caring students from both schools steered students in wheelchairs through the Hotevilla Bacavi Community School.

Perhaps the most remarkable of the exchanges occurred when Navajo youth and parents made the journey from Nazlini to Hotevilla Bacavi. The Hopi reservation lies within the Navajo reservation. Long-standing land disputes have contributed to a history of distrust between the two Indian nations.

Nazlini students in kindergarten through second grade, parents and teachers trekked across the Navajo and Hopi reservations to visit Hotevilla Bacavi. Nazlini children and parents were able to walk through the villages, asking Hotevilla Bacavi teachers and students questions about their Hopi neighbors. Children also enjoyed listening to a story in Navajo.

The staff feel that one of the most significant effects of EMPIRE participation is the bonding between the staff and the community. The EMPIRE project has enabled the community and the school to identify multicultural goals and work together to achieve their goals. Community members have become involved in the classroom, telling stories and providing the history of Hopi ways. The community has also recognized the value of the exchange visit and is raising funds to support future trips.

Hotevilla Bacavi's desire to increase connections both within their own staff and with other schools has been reinforced and given recognition by the EMPIRE experience. Connections between Hotevilla Bacavi Community School and resources outside the reservation would have been "cumbersome" to achieve without EMPIRE support. The staff feel that the school and community are now more open to people and ideas from outside the reservation.

This school profile was adapted from a case study by Alison Graber and Linda Shadiow.

Marshall Elementary School: Accommodating diversity

Marshall Elementary School is a one-story, K-6 school spread out over a large plot of land located just west and north of downtown Flagstaff. The ethnic composition of the student body reflects the diversity of Flagstaff itself. The student population is 69% Anglo, 14% Native American, 12% Hispanic, and 2.5% African American and Asian. Primary home languages spoken by students include Navajo, Spanish, Hopi, Cantonese, German, Polish, Portuguese, Rumanian, and Vietnamese. Many of the students who speak English at home also speak a second language.

Just prior to the EMPIRE project, Marshall conducted two assessments of both school and student needs. Both assessments identified multicultural issues as a high priority. Marshall's commitment to multicultural programs was compatible with the goals of the EMPIRE project. Additionally, the EMPIRE project offered Marshall an opportunity to more effectively coordinate its continuing multicultural activities and to create new resources and opportunities for teachers and students.

The school's mission statement stresses that education must address the individuality of each student. Accordingly, Marshall has developed a multicultural program. Marshall's regular curriculum incorporates outside speakers, assemblies, field trips, a Native American artist-in-residence program and ethnic celebrations—all aimed to enrich the cultural experience of the students. The school has also been designated as the district's west side ESL magnet school. Many teachers have been involved with a series of multicultural activities. A previous grant program provided the library with an extensive resource collection on American Indian literature and reference books.

The Marshall team came to identify multicultural practices "as the integration of children into a viable community, where each child has an important contribution to make, where each child's individuality and background are honored."

The Marshall team came to identify multicultural practices "as the integration of children into a viable community, where each child has an important contribution to make, where each child's individuality and background are honored." Student written books on Native American tribes, student production of plays with multicultural themes, the collaboration of parents and children in demonstrating traditional dances, and the encouragement children receive to wear their traditional clothing and share cultural information with classmates illustrate how Marshall has put this definition into practice.

Because one of Marshall's goals is to promote collaborative involvement in school activities, the Marshall plan included activities designed to directly and indirectly involve students, staff, and the community.

Because one of Marshall's goals is to promote collaborative involvement in school activities, the Marshall plan included activities designed to directly and indirectly involve students, staff, and the community. The EMPIRE team at Marshall provided the support for an after-school conversational Spanish class which was open to students, parents, and staff. The larger-than-expected, multigenerational participation made an important contribution to Marshall's goal of collaborative involvement in school activities.

The school also used EMPIRE funds to sponsor an after-school course based on the Joseph Campbell PBS series on mythology. The course, conducted by a Hopi poet, was open to parents and staff. The series elicited a wide variety of responses and insights on the varied roles culture and religion play in Marshall families.

Students also had the opportunity to experience Native American culture firsthand. EMPIRE participation led to exchange trips with Hotevilla Bacavi Community School on the Hopi Reservation. First, students from Hotevilla Bacavi visited Marshall, staying with the families of the sixth grade students. Later in the school year , the Marshall sixth grade class and the students in the multiply handicapped class visited Hotevilla Community School. The bus trips, the class activities, the meals, the perpetual question and answer exchanges, the recreational activities, and the overnight stays provided students from both schools with immersion experiences that the teachers cite as valuable contributions to the students' education.

Students participated in writing workshops conducted by Hopi Poet Ramson Lomatewayma. One student, a multiply-handicapped Native American girl who had great difficulties in using language, wrote a very sensitive poem, exploring her needs to be part of the group both within her school and within her culture.

EMPIRE participation has increased the general awareness of and commitment to multicultural issues at Marshall School, prompted the staff to examine new ways to approach their multicultural goals, and has introducing them to new resources. Teachers have became aware of potential biases through the course on the power of myth and through their contacts with various resource people. Participation by students, staff, and community members at cultural events has also increased. Teachers who have incorporated multicultural practices into their classes have been lauded for their efforts and encouraged to continue their work in this area.

This school profile was adapted from a case study by Alison Graber and Linda Shadlow.

Satellite consortium offers graduate teacher education program

by Kris Mullally

Washington State University is a national leader in developing innovative systems for increasing access to educational opportunities for citizens of Washington and beyond. WSU has incorporated an institutional strategy using telecommunications to deliver its courses and programs to students who lack access to them. The Northwest Satellite Consortium for Graduate Teacher Education is one program established to reach teachers in rural areas.

The consortium was formed to make graduate education courses accessible to teachers in the Northwestern United States, particularly those teachers located in rural areas. Thirteen colleges and universities from Montana, Oregon, Idaho, and Washington are members of the consortium.

Several issues compound the challenge facing Northwestern public and private institutions in providing graduate courses for teachers. First, teachers cannot easily abandon families and jobs to enroll at institutions some distance from them. This is complicated by a second problem: the Northwest's rural character. Distance to classes seems to be of the greatest concern to teachers; the reverse side of this problem is that it is just as difficult for university faculty to reach teachers as it is for the teachers to reach faculty.

The purpose of the courses offered through the consortium is not to provide an entire degree program by satellite. Rather, the purpose is to make a significant number of courses available to teachers where they live, thus greatly reducing the time required for them to commute or temporarily relocate to a campus setting. Participating institutions are incorporating the satellite courses into their curriculum; combined with courses delivered more traditionally, the complete program is available in a manner that is considerably more accessible to teachers in rural settings. Courses may also be taken for professional development.

The governance agreement signed by all consortium institutions specifies quality control criteria, including guidelines specific to distance education courses. Together, participating institutions select courses and instructors, class calendar and credit. The most outstanding faculty among the institutions are selected. Courses will be offered each year which satisfy requirements toward a master's degree at each institution.

The consortium is working with Educational Service District 101. The district has five years of experience in producing and delivering high quality courses to K-12 students through STEP (Satellite Telecommunications Educational Programming network). The number of sites that can be reached has been enhanced to approximately 540 through the STAR School grant that ESD 101 received in 1990.

The consortium provides a program and delivery model that is adaptable to other regions. Uplinks are available to many colleges and universities, and downlink networks are increasingly in place in school districts nationwide. The consortium arrangements, policies, procedures, and lessons learned will be transferable to groups of institutions of all kinds.

Anyone interested in obtaining more information on the Northwest Satellite Consortium for Graduate Teacher Education can contact the Extended Academic Programs office at 1-800-222-4WSU or 509-335-3558.

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Resources

Parent guides foster learning

Family Connections, a set of 30 four-page guides developed by the Appalachia Educational Laboratory's Rural Excel Program, enables families to help young children be happy and successful learners. The research-based and field-tested guides contain simple, inexpensive activities that parents can do at home with their children. Each issue of *Family Connections* also includes a read-aloud selection and a section for parents on child development. Parents report that the guides are easy to read and enjoyable to use.

The guides are suitable for use with four-year-old children and those in kindergarten. Available this school year for the first time, the guides are currently being used in both home-based and site-based Head Start programs and in Chapter 1 programs in early primary grades.

For a free brochure and sample copy of **Family Connections**, *call AEL at 1-800-624-9120.*

RURAL COMMUNITIES
Legacy & Change

Telecourse available on PBS

The telecourse highlighted in the last issue of the **FORUM**, *RURAL COMMUNITIES: Legacy and Change*, is scheduled to premier in January 1993. The set of thirteen videotapes is the core of a college-level sociology course, but also offers a valuable resource to schools, community groups, and others interested in understanding change in rural communities.

The telecourse will be made available to local PBS stations January 16 - April 10. During this period, stations can rebroadcast the program at no cost. You can then tape the programs off-air and pay a one-time license fee of $100 for educational use of the materials.

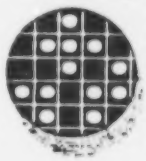
If you are interested, contact your local PBS station and urge them to broadcast the series.

For more information on licensing the tapes, call 1-800-LEARNER.

RURALAM links rural developers

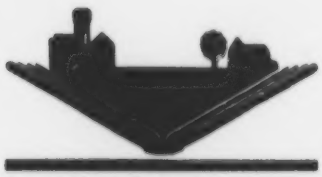
RURALAM is a newly created listserv for individuals interested in rural development. (Listserv stands for listserver and was created to facilitate e-mail communication.)

RURALAM was first started to promote networking among a number of rural development projects funded by the W.K. Kellogg Foundation. The listserv is open to all individuals interested in rural development.



RURALAM topics include leadership development, rural health care, program evaluation, policy development, government training, communication network development, and geographic information systems software.

If you are a current user of Internet or Bitnet, you can join RURALAM by contacting Shawn Lock, Rural America Cluster Evaluation, 323 Natural Resources Bldg., East Lansing, MI 48824-1222, (517) 336-1866 or 22331 MOM @ MSU. BITNET



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